

Step 1: Dreaming and Questioning

Class Name:

Age Group:

Description:

Dream big here and free write about what you envision AOC's journey for this class to look like.

Some key questions:

- *What do you want them to know how to do after this class? Be specific!*
- *How are they going to collaborate with others?*
- *What checks for understanding are you going to provide?*
- *How do you want them to feel during the first class? During the last class?*
- *How do you envision partnering with AOC in the development of this class?*
- *How do you envision centering justice? SEL? Self-care? Community care?*
- *Is there a performance or project element? What are you working towards?*
- *What language do you want them walking away with? What skills?*
- *Other words, thoughts, feelings, ramblings, dreams?*

Key Questions:

Questions are the language of critical inquiry and creativity! What questions are you thinking about in the development of this class? What questions do you want AOC to be thinking about?

Activity Bank

What are all of the activities you envision as a part of this experience? List them all! Just get them down on paper- they don't have to be in order!!

Objectives

By the end of this experience, I want my AOC to be able to....

List your objectives here! These are action words that AOC can physically or mentally leave your class knowing how to do. Examples of objectives are in this folder.

Step 2: Chunk It Out!

Once we know what our end of session objectives are, we have worked backwards and now we can work forwards and develop our class using exploratory questions and create our formal Session Overview.

Chunking it out:

Weeks 1-3: *Key questions? Big projects? Building community?*

Weeks 4-6: *How are they starting to work towards the end of session goal here? How are we giving them the tools that they need? List activities and questions here.*

Weeks 7-10: *How are we supporting AOC in leading and developing their final project? How are we creating space for work time, think time and joy? How are we celebrating together as they finish their session?*

Step 3: Developing our Session Outline

Week 1

Key Questions:

Objectives:

Timeline:

Step 4: Materials!

What materials/resources do you need to bring your vision for this experience to life? What do you not know yet that you need to do some research for?

List all physical materials here:

Name:

How many:

Cost:

Link:

Resources

Anything that you are inspired by or want to bring into your class experience. Remember resources don't have to end up in the actual lesson but they may inspire your lesson planning so they should still be included!

Kinds of resources:

- Teacher sourced resources- i.e <https://www.teacherspayteachers.com/>
- SEL Resources
- Content specific resources
- Artistic resources from cultural institutions/local community organizations
- Partnerships with people who are teaching what you're teaching/or are experts in their field

Some questions to ask yourself as you look for resources:

- Is this an educator resource or student resource?
- How am I planning on using this resource?
- How does this resource connect to my core values/class description?
- How does this resource support my class environment/centering SEL/justice?

Step 5: Planning our first lesson

Lesson planning is the art of guiding folks through an experience. It's a storytelling exercise- we all lesson plan differently but there are key components that all lesson plans must include.

1. **Objective(s):** What will AOC walk away from today being able to do? Action verbs!

Objective Sentence Starter:

AOC will be able to **action verb** **your subject area here** **by your activity here**

Let's try it:

AOC will be able to collaborate as an ensemble by creating community guidelines together.

2. Essential Questions/Line of Inquiry: What is guiding our experience today?

Every lesson has 1-2 essential questions that guide our experience that day. This should be based off your objective.

For example:

How can we collaborate as an ensemble?

This is an umbrella question that should apply to every activity in your lesson! A great question creates powerful opportunities for engagement.

3. Scaffolding

Questions to consider

- How are we structuring this experience so that it is accessible for all?
- How are we breaking down larger tasks into bite size pieces?
- How are we providing opportunities for peer led learning moments to process and reflect?
- How are we using one step directions?
- How are we providing opportunities for differentiation?
- How are we organizing our learning journey in a way that makes sense from start to finish?

4. Storytelling- Your LP Timeline

Your agenda with named activities and time breakdown tells the story of your lesson plan/experience.

The arc of a lesson is really up to you...

Generally, it looks like...

SEL Check In- 5 min

Community Building Activity/Welcome/Warm Up- 5-15 min

Introduction of Content today w/mini lesson- 10 min

Opportunities for application and exploration--- generally small group or peer led- 30 min

Reflection/Celebration/What's Next- 10 min

This can absolutely change based on what you are teaching and the kind of day that you are having. Some questions to ask yourself as you figure out your activity agenda/timeline

- How do I want to open today?

- How am I providing space for reflection?
- How I am providing opportunities for reflection?
- How am I providing opportunities for scaffolding (breaking down a new skill in multiple ways)?
- What is the journey of my lesson? Is it reasonable to expect my AOC to complete these tasks with the information they have? If not, what resources/support am I connecting them to?
- Is the main activity a one-off or something that you are continuing from week to week? If so, how are you building on that activity each week so AOC deepen their relationship with it and have new opportunities for critical thinking, SEL and creativity?
- How are AOC leading the learning today? How am I learning the learning today?
- How am I centering justice and equity in my lesson today?
- Where is there space for responsive teaching? For changing everything but still meeting my objective?

5. Access Needs/Differentiation

Access needs are a term used in the disability community- an access need is anything that one needs for an experience to be fully accessible. Access can mean something different for everyone.

Differentiation is an education term. Differentiation is when you consider how this experience can be different for everyone.

Some examples of access needs/differentiation

- Providing closed caption/subtitles for all text
- Providing large print copies of papers
- Ensuring your space is wheelchair friendly
- Providing multiple ways to process information and creating space for AOC to choose how they process: Verbally, kinesthetically, by drawing it out, think time, in their home language
- Creating space for AOC to discuss their learning preferences/access needs

Access needs should be personalized to the folks in the room but they also should be centered in everything you do! We can't be inclusive if we invite our AOC into a space that's been constructed without them...

6. Reflection

- How are you providing opportunities for processing at every step of your lesson?
- How are you providing **differentiated** opportunities for reflection? Is this a think-pair-share? Individual writing or thinking time? Reflecting using our body?

Step 6: Planning some more! Responsively! After you meet your AOC!